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INTRODUCTORY NOTE

TITLE: METHODS OF INSTRUCTION IN LANGUAGE DEPARTMENTS OF
CANADIAN UNIVERSITIES

by R.W. Torrens.

NOTES:

This report, together with Orlikow's study of second-language teaching in provincial schools and Torrens' study of teacher training institutions, provides a survey of second-language programs.

In this report on Universities, Torrens comments on the emphasis on literature rather than oral competence. There is nothing to suggest that the language departments are training teachers of French. The report provides detailed information on course content and equipment; it does not analyse methods in detail.

H.B. Neatby,
Supervisor.

AIMS AND METHODS OF INSTRUCTION
 IN LANGUAGE DEPARTMENTS
 OF CANADIAN UNIVERSITIES

ROBERT W. TORRENS

1965

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Brief Résumé of the Report

Thirty-two of the thirty-six universities included in this survey ask for some knowledge of a second language as one of their admission requirements. The requirements vary considerably both as to the length of preparation and as to the second language. At some universities the requirement varies from faculty to faculty and department to department.

A large majority of universities specify some study of a second language as one of the graduation requirements. Again, there is great variation in the language requirement.

A large proportion of university freshmen study French and English at university whether or not these subjects are required for graduation. The first-year course in some universities is a standard one given to all entering students without regard to their aptitude or previous achievement in the language in question. Nineteen universities, however, have more than one first-year course in French and/or English and attempt to assign the student to a course geared to his ability and his needs.

Most university language departments offer a Major Programme which, in most cases, consists of four or five courses taken in a period of two, three, or four years following the freshman year. Although literature is emphasized in the Major Programme, language courses are included too. Most of the advanced courses are taught in the language being studied.

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Two thirds of the Canadian universities offer an Honours Programme in French and/or English. The programmes emphasize literature very markedly. Most of the courses are taught in the language being studied. The number of students registered in second-language Honours Programmes is, in many universities, surprisingly small.

Oral Fluency is not a major aim of the second-language departments. Most universities offer conversation courses but in some only to non-degree candidates in the extension departments. Such courses are not required by French or English departments in most Major or Honours Programmes.

Language laboratories are general nowadays and work in the laboratory is required as part of various courses. Often, however, this work is limited to the courses of the first and second years.

No Canadian university language department requires its Major or Honour Students to spend a period of time in the milieu of the language being studied. This is true even for the universities which operate summer schools or special programmes in the milieu in question.

Approximately two thirds of the English-speaking universities offer courses in French-Canadian literature. These courses are not required in the programmes of students specializing in French. Laval and Montreal both offer a required course in English-Canadian literature.

Of the five hundred and thirty-seven full-time and part-time instructors of French in Canadian universities, two hundred and fifty-one are native speakers and ninety-two originated in French Canada. Laval and Montreal have thirty-five native speakers in English department staffs which number forty-one.

Few language departments in Canadian universities have a provision for regularly bringing visiting professors or exchange professors to their campus.

Most language departments sponsor, or cooperate in sponsoring, extra-curricular activities which help develop oral fluency and encourage an interest in and better understanding of the culture of the peoples whose language is being taught. Whereas in the past French departments presented programmes dealing mainly with France, to-day French Canada is being emphasized more and more.

Universities could advance the ideal of bilingualism and biculturalism in Canada by expecting all applicants for admission to have a knowledge of both English and French and by requiring study of both these languages at the university level. They might attempt to insure more oral facility by encouraging an oral-aural approach in the teaching of French and/or English in the elementary school and in the high school and also by having all university language courses taught in the language being studied. Conversation courses and courses in French or English-Canadian literature should be made available to all students, but should be required in the programmes of students

Majoring or Honouring in French or English.

For students who intend to teach French or English there should be an oral achievement test before graduation and a required period of residence in the milieu of the language to be taught.

A provision should be made for visiting professors and an exchange of professors between English-speaking and French-speaking universities. Student "assistants" should be appointed to assist in conversation courses and extra-curricular activities.

Eventually, it would be desirable to have some courses in departments other than language departments taught in the second language in order to encourage bilingualism. Exchange professors might be brought to a campus specifically to teach such courses.

Language departments should accept responsibility for helping to train and retrain teachers for oral--aural second-language programmes in the elementary schools and in the Secondary Schools.

AIMS AND METHODS OF INSTRUCTION IN LANGUAGE DEPARTMENTS OF CANADIAN UNIVERSITIES*

I. ADMISSION

Canadian universities, if one may judge by their admission requirements, agree that some knowledge of a second language is an essential part of the academic background of their students. Only four (McGill, Montreal, Sir George Williams, The University of New Brunswick) of the thirty-six universities¹ which completed the questionnaire on AIMS AND METHODS OF INSTRUCTION IN LANGUAGE DEPARTMENTS OF CANADIAN UNIVERSITIES stated that no credit in a second language is required for admission. Three of the four, however, do in fact have a sort of language requirement. Students registering at McGill must study the second language for three years instead of two if they do not present Junior Matriculation for entrance. Montreal takes it for granted that most of the entering students will be graduates of a collège classique, in which institution they will normally have studied a second language; it follows up this assumption by requiring French-speaking students to pass a written examination in English and English-speaking students to pass a written examination in French before graduation.

* For this project the departments to be studied are: French departments of English-speaking universities, and English departments of French-speaking universities.

1. Acadia, Alberta, Bishop's, Brandon, U.B.C., Carleton, Dalhousie, Lakehead, Laurentian, Laval, Loyola, Manitoba, McGill, McMaster, Memorial, Moncton, Montreal, Mount Allison, U.N.B., Ottawa, Prince of Wales, Queen's, R.M.C., St. Dunstan's, St. Francis Xavier, St. Joseph's, St. Mary's, Saskatchewan, Sir George Williams, Toronto, Victoria, B.C., Waterloo, Waterloo Lutheran, U.W.O., Windsor, York.

Certain programmes² at Sir George Williams list a second language as one of the required courses of the programme. Presumably, students registering for such a programme will come to the university prepared in the language in question.

The language requirement for admission varies considerably from university to university. French is required by Loyola (four years), Moncton (two years for English-speaking students), Prince of Wales (four years), R.M.C. (Senior Matriculation), St. Dunstan's (four years), and St. Joseph's (four for English-speaking students). English is required for French-speaking students at Laval (certain faculties), Moncton (two years), Ottawa (four years), and St. Joseph's. Grade thirteen standing in one of the foreign languages is required by Carleton, McMaster, Queen's, Toronto, U.W.O., Waterloo, Waterloo Lutheran, and York. Matriculation³ in a foreign language is required by Acadia, Bishop's, Dalhousie, Manitoba, Mount Allison, St. Francis Xavier, and St. Mary's. Four years of a foreign language are required by some faculties of Brandon and Saskatchewan; three years by Alberta (certain faculties) and by Memorial. U.B.C. and Victoria require two years. Lakehead, Laurentian and Windsor require a foreign language, but specify neither which one nor the number of years of credit.

². French in Engineering; Russian or German in Honours Chemistry. French, German, Spanish or Russian in Honours English.

³. Alberta - Grade 12; B.C. - Grade 13; Manitoba - Grade 12; New Brunswick - Grade 12; Nova Scotia - Grade 12; Newfoundland - Grade 11; Ontario - Grade 13; Prince Edward Island - Grade 12; Saskatchewan - Grade 12.

2. GRADUATION

A large majority of Canadian universities list language study at university level as one requirement for graduation. The requirement, in some instances, however, applies only to certain faculties or differs from programme to programme. N.M.C. requires three years; St. Mary's three for Arts, but only two for Science and one for Commerce. Dalhousie, which up to now has required three years, will as of 1965-66 demand only one year beyond Senior Matriculation. Acadia, Memorial, McGill, St. Joseph's, St. Francis Xavier specify two years of language study at university. Loyola requires two years for Arts and one year for Science. U.B.C. lists two years of language study for Arts only. Ottawa demands two years beyond grade 12, Victoria demands two years for the B.A. and only one year for the B.Sc. Mount Allison requires two years for the B.A. and the B.Sc. St. Dunstan's lists two years for Commerce and one for Engineering.

The following require one year of university language study: Carleton (Arts only); Lakehead (Arts only); Laurentian (except Science); McMaster (Arts); Moncton; Queen's (Arts only); Saskatchewan (Arts and Education); Toronto; U.W.O. (Arts and Business); Waterloo Lutheran; Windsor; York. Bishop's requires Latin and Greek for Divinity and French for Business Administration (but permits Spanish or German if no French was taken before admission). Laval demands competency in oral English for Science, Education, Forestry, and Agriculture; Montreal demands that

English-speaking candidates pass a written examination in French, and French-speaking candidates pass a written examination in English before graduation; Prince of Wales requires French in some programmes; Sir George Williams requires French for Engineering, Russian or German in Honours Chemistry, and French, German, Spanish or Russian in Honours English.

No university language requirement exists at Alberta, Brandon, Manitoba, U.N.B., and Waterloo. It should be noted, however, that even in the absence of a language requirement approximately one third of the first-year students at Alberta took a course in French in 1964-65. At Manitoba, which dropped its language requirement in 1964, approximately one half of the first-year students registered for French and this does not represent a great drop from the registration figures of previous years. U.N.B. which has neither an entrance requirement nor a graduation requirement in language has always had a sizeable registration in first-year university French.

3. FIRST-YEAR COURSE

A large proportion of first-year students present French (English in French-speaking universities) for university entrance and continue the study of that language for at least one year at university whether or not language study is required for graduation. The nature of the first-year French course is, therefore, of particular interest to us. Just under half of the

Canadian universities offer only one first-year course which is taken by all freshmen students registering for French no matter what their high-school record in French may have been. This course may differ considerably from one university to another, but the general description "Composition, Literature, Oral Practice" seems to be very usual. Some substitute Grammar (a word which has become old-fashioned and unpopular in some linguistic circles) for Composition; some include the mention of Civilization; others omit Oral Practice. Clearly, French departments of the universities in question are anxious to maintain and broaden the student's knowledge of the French language while introducing him to French literature--literature taught as such and not as extensive reading, comprehension, or a basis for oral practice. I assume that inescapably a literature teacher will be dealing, to some degree, with civilization. The teacher of a course whose description includes the term will put more conscious effort on the civilization aspect and will in most instances include material on French art, music, history, and social organization.

Nineteen of the thirty-six universities included in this survey have more than one first-year course and assign the student to a class whose content and level of difficulty are suited to his aptitude and ability. Those students whose previous record shows real achievement and interest take a more advanced course--in many instances one which concentrates on literature. If language study is included, it will be advanced and not merely a review of basic grammar or elementary composition. Students who are not

ready to take the more advanced freshmen course will do a more elementary programme which in most cases is limited to extensive reading, grammar review, and remedial work. A few university language departments assume that if a student has shown little aptitude for language in high school, his first-year university course will be terminal and should consist of an introduction to literature and civilization, omitting any formal language study. It is of course obvious that the study of any foreign literature in the original is to some extent a study of the language. In the first-year terminal courses of some universities, however, there will be little stress on and testing of language as such.

4. MAJORS

Whereas the number of students taking first or second-year language courses in Canadian universities is large, the number choosing to study more advanced courses is relatively small. Figures were unavailable for registration in advanced courses, other than for majors or for students taking honours; with the exception of conversation courses, it is safe to assume that most students who register for advanced language courses are specializing in the subject.

Thirty Canadian universities offer "major" programmes in second languages (Dalhousie, Laval, McMaster, Montreal, Prince of Wales, St. Dunstan's do not). Memorial, one of the thirty, is offering such a programme for the first time in 1965-66. It should be noted, too, that Brandon and R.M.C., although offering

a major in the second language, had no students registered in such a programme in 1964-65. Since courses taken by majors are also open to other students, and since some language departments do not keep records of their majors, it is impossible to give accurate figures for all institutions. The only universities having more than fifty students registered in major programmes in second languages in 1964-65 were Mount Allison (70); Toronto (244); U.B.C. (148); U.W.O. (79); Waterloo Lutheran (135); and Windsor (105). Some of the universities have as few as six students registered for major programmes in a second language. It must be remembered that the length of a major programme is not the same in all universities. In some of them students select a major when they enter the university; in others, students choose a major at the end of the first or even the second university year. Seven universities spread the major over four years; eighteen over three years, and five over two years. The number of courses required for a major is usually four or five beyond the freshmen year. The major programme of most universities includes both language and literature courses with the latter receiving the greater emphasis. The more advanced of the courses are taught entirely or almost entirely in the language being studied but this is not true of all universities listed.

5. HONOURS

Twenty-four Canadian universities in 1964-65 offered French Honours which in some universities was combined with another

subject--a dual honours programme. Sir George Williams and Victoria, B.C. will begin offering French honours in 1965, and St. Mary's will do the same in 1966. (Brandon, Laurentian, Loyola, Prince of Wales, St. Dunstan's, St. Francis Xavier, St. Joseph's do not offer an honours programme in French). Laval offers an English honours programme and Montreal will begin offering one in 1965. All these programmes include both language and literature courses. In most of them the emphasis is very markedly on literature. The language courses are usually taught in the language being studied and the more advanced literature courses almost invariably are.

The number of students taking French honours in many universities is surprisingly small. Only six second-language departments had more than fifty students registered in the final three years of honours in 1964-65; for French there were McGill (50); McMaster (67); Queen's (77); U.W.O. (83); Toronto (505). Laval had 55 students registered in the final three years of English honours.

6. ORAL FLUENCY

Oral fluency is not the major aim of second-language programmes in our universities. It is listed as a minor aim by Acadia, McMaster, and U.B.C. Waterloo Lutheran insists on it for honour students. Toronto makes it an aim in first-year courses. Oral fluency is expected, although not listed as an aim, in many others. Courses in French conversation are offered by language departments in all universities except McGill, Prince of Wales, Saskatchewan,

and Waterloo. Laurentian is beginning to offer such a course in 1955. Bishop's, Dalhousie, Memorial, and Victoria do not offer conversation courses as such, but include conversation as part of certain language courses. The following offer French conversation courses but only in the extension department: Alberta, Brandon, Loyola, Manitoba, St. Mary's, Sir George Williams, U.B.C., U.N.B., York. Laval does not offer courses in English conversation and Montreal offers them only for students deficient in oral English. The extension departments of the majority of Canadian universities offer French conversation classes to their students and these classes are, in many instances, taught by regular university staff members. It should be noted that in many universities where conversation courses are offered, these courses are not required in major or honours programmes.

7. LABORATORIES

Language laboratories are now practically universal. Of the thirty-six Canadian universities reporting, only St. Dunstan's does not have a language laboratory. It does, however, expect to acquire one shortly. It should be noted that the laboratories at Brandon (10 positions), Lakeshead (4), Prince of Wales (6), are so small that they should perhaps be classed as experimental. Laboratory work is required in certain second-language courses at many universities—usually first or second-year language study—but also in honours courses at some universities. The amount of time given to such work varies greatly, but in some

courses it is as high as one half of the time allotted to the course. As more space becomes available, laboratory work will be required in more courses. In a few universities the positions or places available have now reached or are about to reach a figure which testifies to the importance attached to the work. Montreal (100), Windsor (96), Laval (290 as of September 1965), Western (113 as of September 1966).

8. MILIEU

A very high percentage of the students specializing in French (or English in the French-speaking universities) in Canadian universities are preparing to teach. Presumably they will teach French (or English), and should be reasonably fluent in that language. The only universities which specifically require passing an oral achievement test are Lakehead and R.M.C. Laval requires students in Science, Forestry, Education and Agriculture to attain oral fluency in English. Laval's Faculty of Letters encourages students who are specializing in English to spend one, two or three summers in an English milieu. A few other universities encourage second-language students to spend time before or after graduation in the milieu of the language being studied, but none requires such residence.

Toronto, at one time, operated a French summer school at Sillery, P.Q. Since 1960 it has offered a two-month summer course at St. Pierre and Miquelon. The University of Western Ontario has, since 1933, conducted a summer course at Trois-Pistoles, P.Q. This school, which was originally founded to permit

English-speaking students to study French in a French atmosphere, has now broadened its scope. Since 1941 it has also been offering courses in English for French-speaking students. Academic credit is given for certain work both at St. Pierre and Miquelon and at Trois-Pistoles. A number of English-speaking universities will permit honour students to spend one year at a French university, and give equivalent credit for the year as part of their honours programme. Toronto has gone one step further and has set up an organized, supervised 3rd-year honours programme at Strasbourg. Waterloo Lutheran has now announced an agreement to exchange three 3rd-year honours language students with Laval. The students will return at the end of the exchange year and will complete the language programme at their original university. R.M.C. each year sends art students taking 3rd and 4th-year French to Quebec for a period of three weeks. Supervised by two regular staff members, they have three lecture hours per day and organized excursions every afternoon. Victoria, B.C. has just established a new summer programme which is somewhat the reverse of the preceding. In an attempt to bring the milieu to the student, it has organized la Maison Française of the University of Victoria. Laval University staff will direct all activities at the FRENCH RESIDENCE and will give all the instruction included in the month's programme. This venture is intended as a refresher course for teachers as well as an opportunity for students to develop oral facility.

A number of faculty members of various universities have, from time to time, organized or conducted summer study abroad for groups of second-language students. These are sometimes

connected with organizations such as Classrooms Abroad or the Students' International Travel Association or they may be an individual enterprise such as the six weeks non-credit Summer in France Programme conducted by Professor Thibault of Windsor University.

Few, if any, present-day instructors in modern languages would say that oral facility in the language taught is unimportant and surely they would all agree that such facility is best developed by residence in the native milieu. It would also be quickly admitted that such residence is very important for a more complete understanding of the culture being studied. The fact that second-language departments do not require their students (future language teachers) to spend a reasonable period of time in the proper milieu requires explanation. Even those universities which sponsor summer language courses or which have set up exchange programmes with French universities do not require their students to take these courses or to participate in these programmes. The reason of course is an economic one. Many students must work during the summer to help pay their university expenses. Few can afford the expense of a third year abroad. The requirement of residence in the foreign milieu would automatically exclude a certain number of students who otherwise would take a language major or a language honours programme.

Scholarships or fellowships in large number are needed to make possible the foreign residence requirement which should ideally be insisted upon for all modern foreign-language teachers who are not native speakers. An extensive system of student

exchanges between French-speaking and English-speaking universities should also be arranged and put into operation. The cooperation of provincial governments and departments of education should be sought, but the universities themselves should take the responsibility for setting up the exchange apparatus. Language departments should also investigate the offer made by the International Student Information Service⁴ to find employment abroad for students either for the summer or for a year. Under certain conditions, a summer job abroad could be a very important educational experience offering even more advantages than a period of study abroad.

9. FRENCH-CANADIAN LITERATURE

Twenty-three of the thirty-six universities surveyed offered one or more courses in French-Canadian literature. Alberta, Manitoba, and St. Mary's are introducing French-Canadian literature in their program beginning in 1965. Brandon intends to do so at a later date. Acadia, Montreal, Prince of Wales, St. Dunstan's, St. Francis Xavier, Waterloo and Victoria do not have such a course. Carleton, McGill, Ottawa, Queen's, Toronto, U.M.C., U.N.B., U.W.O. offer French-Canadian literature both at the undergraduate and at the graduate level. It is required

⁴. Located in Brussels, Belgium; represented in North America by International Student Travel Centre,
39 Cortlandt Street, New York 10007

either in the major or in the honours programme of only ten university language departments. French-Canadian content is included in a survey of French literature only at Moncton, Ottawa, St. Francis and St. Joseph's. Laval and Montreal both offer a required course in English-Canadian literature.

Even though recent years have brought a greater interest in the literature of French Canada, it must be admitted that in many quarters there is still a rather condescending attitude toward it. Too often French-Canadian literature is compared to the literature of France and found inferior. Esthetic considerations alone have been given attention, and since there isn't time to study everything, there is a tendency to concern ourselves only with the "best". We have perhaps been thinking of literature in too narrow a sense. If we accept it as the expression of the aspirations, attitudes and frustrations of a people, we may well conclude that French-Canadian literature should be an essential part of the educational programme of all Canadians.

Only Toronto lists its French-Canadian library holdings as excellent. Bishop's, Carleton, Queen's, and U.B.C. rate theirs as good. Twelve universities consider their holdings as more or less adequate. Seventeen admit that theirs are definitely poor or very poor. There is, however, a very evident increase of interest in French-Canadian literature and a desire to improve holdings in this field. Unfortunately, a number of the earlier basic texts are out of print and unless some publisher is willing to undertake an extensive reprinting programme,

university libraries will have great difficulty filling in gaps in the early period. Laval considers its library holdings in English-Canadian literature inadequate; Montreal, on the other hand, finds its holdings adequate.

10. GRADUATE STUDIES

Fifteen Canadian universities had candidates working for an M.A. degree in French in 1964-65. Only eight of these, however, had ten or more such registrants: Ottawa (53); Toronto (37); McGill (25); U.B.C. (16); U.W.O. (16); McMaster (14); Alberta (11); Manitoba (10). Seven universities had candidates working for the Ph.D. in French during 1964-65: McGill (27); Toronto (23); U.W.O. (10); Ottawa (6); Manitoba (3); U.B.C. (3); Alberta (2). Those graduate students presently writing a thesis on a subject treating French-Canadian literature are distributed as follows: Ottawa (16); Manitoba (1); Queen's (1); Toronto (1). In the past five years the following Canadian universities have accepted theses or dissertations each with a French-Canadian subject: Ottawa (M.A. 13; Ph.D. 2); U.W.O. (M.A. 3; Ph.D. 1); U.B.C. (M.A. 2); Carleton (M.A. 1).

Laval has four theses being prepared in English-Canadian literature; Montreal six. During the past five years, Montreal has accepted three M.A. theses and one Ph.D. dissertation in this field.

11. STAFF

There are 394 full-time teachers in the French departments (or romance language or modern-language departments) of the 76 Canadian universities studied. In a few instances these instructors teach another modern language in addition to French, or rather than French, but this number is not large enough to be significant. The French Departments represented also have 143 part-time teachers. Of the 537 instructors listed, 251 are native speakers and 92 of these came from French Canada. A number of the universities stated that they would be glad to employ French Canadians if any properly qualified candidates could be persuaded to accept positions with them. Rightly or wrongly, the opinion exists in many areas that French-Canadian scholars are seldom willing to leave French Canada to settle or work in English-speaking universities.

Laval and Montreal reported nineteen full-time staff members and twenty-two part-time teachers in their departments of English. Thirty-five of these are native speakers.

12. VISITING PROFESSORS

Very few language departments of our universities have a regular provision for inviting professors from other universities or other countries to spend a semester or a year on their campus. Toronto has for some considerable time appointed a visiting professor to spend one semester each year in its French Department. The visitor has normally come from France. The Department of Romance Languages of the University of Western Ontario has, for

three years, brought one or two professors from the United Kingdom to spend a year in Canada's London. It plans to bring, in the immediate future, visiting professors from France and French Canada. Mount Allison and U.B.C. make a practice of inviting visiting professors for summer sessions. Modern Language Departments at Victoria, Waterloo Lutheran and Windsor report provisions for visiting professors, but details are not known.

Potentially, there is tremendous value in cross-fertilization, in an exchange of scholarly points of view and interpretation, in the discussion of methods, problems, and attitudes. Teaching staff and students both benefit in many ways from the presence of visiting professors on campus. Canadian universities should seek a way to make such visits possible on a regular and extensive basis. Exchanges of professors between universities, both at home and abroad, would be even more valuable and advantageous. The mechanics of organizing such exchanges and the obstacles to be overcome should be studied actively and vigorously by universities, professional associations and departments of education. This is one very practical way to encourage bi-culturalism and multi-culturalism in this country.

13. EXTRA-CURRICULAR ACTIVITIES

Language departments in all thirty-six universities, except Loyola and Prince of Wales, sponsor and encourage some extra-curricular activities intended to increase opportunities for oral practice and comprehension or to develop greater awareness

and understanding of the culture in question, be it French, French-Canadian, English or other. Language clubs are almost universal yet, in addition, some second-language departments organize or sponsor concerts, plays, film showings, special lectures, singsongs, revues. In some centres, university departments have joined with a local Alliance Française or similar groups in sponsoring cultural activities of interest and profit to both staff and students. Until recently, the extra-curricular activities tended to concentrate on cultural achievements or interests of France and to neglect those of French Canada. In many centres there is now a tendency to emphasize French Canada or to strike a better balance.

Certain university departments are beginning to enlist the help of French-Canadian neighbours in promoting cultural activities. One very effective experiment was carried out last year in Edmonton where members of the university French staff secured the co-operation of the Parlez-vous Club. A group of thirty-six French Canadians, organized in a number of units, held regular meetings at St. Joseph's College on the Alberta campus all during the academic year. Two hundred and fifty English-speaking Canadians were divided into elementary, intermediate, and advanced groups for conversation practice. They also enjoyed evenings of songs and films. The fact that one hundred and fifty of those who originally joined the programme attended the meetings faithfully throughout the year will speak eloquently for the effectiveness of the organization and the usefulness of the meetings.

A number of campuses are fortunate in having a Maison Française where a small number of major or honour students may live. Usually these students are required to use French exclusively while in residence and thus they have an excellent opportunity for developing fluency. The Maison Française serves as a centre for French cultural activities on the campus and provides an ideal meeting place for campus clubs. Special lectures and other programmes may be scheduled there, making arrangements easy and an audience more readily available. The University of Alberta (Edmonton) has now opened a Maison Franco-canadienne to provide offices and meeting rooms for appropriate student activities.

CONCLUSIONS AND RECOMMENDATIONS

There may be no fully accepted definition of bilingualism, but certainly a bilingual person would be expected to have, in addition to adequate knowledge of his mother tongue, certain minimum attainments in a second language. He should be able to understand the second language when he hears it spoken, and he should be able to make himself understood when he speaks it. We would hope, in addition, that he could read, with reasonable understanding, passages of moderate difficulty in the second language, and that he could express at least common every-day communications in written form with some correctness.

I am assuming that a high degree of bilingualism would make an important contribution to the good health and unity of Canada. I am also assuming that we must insist that French and English should be the two languages Canadians should learn first. Canadian universities and their language departments could make a much greater effort than they are now making to increase bilingualism in this country.

University faculties must of course accept the products of the elementary and secondary schools of the country. They must build on whatever foundations have been laid in the earlier training, yet to some extent they influence the early training of their students. Secondary schools are sensitive to university requirements and, where possible, shape their programmes to meet those requirements. Most departments of education have curriculum committees and/or prescription committees which plan courses,

programmes, methods, and select texts for the schools under their jurisdiction. Almost all of these committees have university representatives who have the opportunity to make their views known and to influence decisions and directions. University language departments also play a part in the training of many of the teachers for the lower schools and their departments bear the prime responsibility for the major and honour courses taken by future language specialists. Their aims, methods, concepts and values are a very important influence on their students.

Universities which support the ideal of a bilingual Canada and accept responsibility for bringing this country closer to that ideal might require all applicants for admission to have acquired a certain level of competency in both English and French. They might also require that language training be part of each student's university course. If we reach the point some years hence of being sure that all university applicants are adequately bilingual, the required university course or courses might then be devoted entirely to literature and civilization and taught entirely in a second language. At the present time, university freshmen in general are ill-prepared in language. The most that one can say is that they have some facility in reading. Only those with unusual aptitude are prepared to undertake a challenging university course in either language or literature.

University members of curriculum or prescription committees should stress the need for an oral-aural approach in the second-language programmes of elementary and secondary schools.

In far too many schools, particularly in the Atlantic provinces, students get neither adequate training in pronunciation nor opportunities for oral practice. In fact some are taught largely by the spelling method and hardly hear the second language pronounced at all.

Ideally, language training in both French and English should be begun in kindergarten or Grade I in all schools, for all pupils. The study of both languages should be continued in an unbroken sequential programme until the end of secondary school.

As the teaching of the second language becomes more common in elementary school, or junior high school, it is important to ensure integration of the work at the various levels of instruction and to ensure an integrated sequential programme. Often in the past there has been no coordination, and some students who began the study of the second language in the lower grades have had to begin all over again when they reached high school. In many instances lack of integration has meant much waste of time, frustration, and killing of interest. In a few centres where the second language is taught at both the elementary and secondary level, a director or coordinator has been appointed. This is a progressive step which should be copied wherever possible.

University language departments for the present and certainly until the graduate of the secondary school can be expected to be reasonably fluent, should emphasize the oral-aural approach in language classes. Insistence should be placed on teaching in the language being studied all courses in the second language whether the content be language, literature or civilization.

Conversation courses should be made available to all university students whether or not they are specializing in a second language. To promote biculturalism, which should go hand in hand with bilingualism, courses in French-Canadian literature and English-Canadian literature should be part of the regular offerings of the appropriate department and should be available to all. They should become a required part of a major or honours programme.

Universities which are not situated in bilingual areas should enable the second-language departments to appoint to their staff a goodly proportion of native speakers, either as visitors or as permanent appointees. They should also attempt more and more to set up a system of exchanges between French-speaking and English-speaking universities. Another valuable contribution might be the appointment of a number of "assistants" who can assist with conversation courses and help with extra-curricular activities which promote further interest in the language and culture being studied.

For majors, and for students who intend to teach the second language after graduation, there should be both a required oral achievement test, quite independent of regular course examinations, and, in addition, insistence on a period of residence in the milieu of the language to be taught. A year or an equivalent number of summers is indispensable to ensure the required fluency and an adequate knowledge of the cultural background.

When an adequate degree of bilingualism can be expected of all Canadian university students, one or more courses in departments

other than language departments might be offered in the second language. This possibility is not as remote as some might think. A recent announcement from R.M.C. states that beginning in 1965-66, all English-speaking cadets will be required to pass at least one subject of the 3rd year course entirely in the French language. The chosen subject will be taken with French lectures and examinations. French-speaking cadets will be required to take one of their subjects in English. When conditions permit, one can imagine this being done in other universities, for example, in history, geography, sociology or mathematics. Visiting staff might be the appropriate instructors to give such courses and staff exchanges might be arranged with this in mind.

It is evident that many more language teachers will be needed and many present teachers will have to be retrained if teaching of the second language begins early in the schooling of all students, and if an oral-aural emphasis is given to the programme in elementary and secondary schools. The Ontario Curriculum Institute's Modern Language Committee studied this problem and recommended several ways to increase the supply of properly qualified teachers⁵. One recommendation is that French be included as a subject of study, on the same basis as other subjects, in the programme of teachers' colleges and in the

⁵ French as a Second Language: The Ontario Curriculum Institute, Toronto, 1963

elementary certificate programmes of faculties of education. A second recommendation is that intensive summer programmes in oral French be offered to train elementary school classroom teachers for effective participation under the direction of specialists in an oral programme of French in elementary schools. The Institute itself organized a pilot course which was given on the campus of the University of Western Ontario in the summer of 1964 for a group of twenty-four elementary school teachers. The organization and results of this course are described in detail in Appendix Three of Interim Report Number Two of the Modern Language Committee (March 1965).

Language departments could both independently and in co-operation with departments of education, colleges of education, teachers' colleges, and school boards, offer special courses for the training or retraining of teachers who could participate effectively in oral-aural second-language programmes in elementary and secondary schools.

It is unnecessary to stress that the implementation of the recommendations made in this report would take a great deal of time and money. It seems fair to conclude, however, that if the ideal of bilingualism and biculturalism is important enough to Canada, no amount of time nor money should be judged too great.

OUTLINE OF THE RESEARCH PROJECT APPROVED BY THE
ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

An Assessment of the Aims and Methods of Instruction in
Language Departments of Canadian Universities.*

An attempt will be made, by means of a questionnaire,
followed by personal interviews at various Canadian universities,
to secure detailed information about the courses offered and the
methods of instruction used in the language departments to be studied.

The following information will be sought:

- Are certain courses offered by the departments in question
required for graduation? If so, what is the nature of these
courses? At what level are they?
- Are the departments concerned particularly with professional
preparation? If so, for what profession (teaching, civil
service, communications)?
- What is the emphasis in the courses offered by the department?
Linguistic, literary, cultural?
- Does the department offer a major to students in the General
Course programme? What constitutes a major?
- Does the department offer an Honours Course programme? What
courses are required in this programme?
- Are all the courses offered by the department taught in the
language being studied? If not all, are some taught in the
language? Which ones?

*For this project the departments to be studied are: French
departments of English-speaking universities, and English departments
of French-speaking universities.

- What is the standard of oral competence demanded in the courses of the department? Is an oral achievement test required before graduation?
- Does the department offer conversation courses? Are they required or optional? Is university credit given for them? Are such courses available for adult special students?
- Does the department offer courses in French-Canadian literature (or English-Canadian literature) at the undergraduate level? How many? Are they optional or compulsory? Are the library holdings in this field adequate? What proportion of the students registering in the department take courses in this field?
- Do general survey of literature courses offered by the department include French-Canadian literature (or English-Canadian literature)? If so, what proportion of the courses in question is devoted to this field?
- Does the department offer courses in linguistics, stylistics, or philology? At what level?
- Is a language laboratory part of the language department's equipment? If so, how many places are provided? Is work in the laboratory required in connection with department courses?
- Has the department built up a tape library? Who makes the tapes used in the laboratory work?
- Is residence in the milieu of the language being studied required for graduation in any Honours Programme or General Programme? If so, what is the length of such residence? What are the conditions laid down by the university for such

residence? How much credit is given by the university for such approved residence?

--What special arrangements are made for freshmen who have qualifications higher or lower than the average? Are special sections provided for them? Are they expected to work at a different level? To do work of a different kind?

--Does the department sponsor extracurricular activities such as language clubs, special lectures, concerts, dramatic performances, special summer courses? Do these activities reflect in any degree an attempt to increase the student's awareness of the culture of French or English Canada?

--What is the proportion of native speakers on the department staff? How many of these native speakers are French-Canadian (or English-Canadian)? Does the department have any provision for visiting professors or exchange professors who might be native speakers?

--Does the department offer graduate courses in French-Canadian literature (or English-Canadian literature)?

--How many candidates are now working in the department for a Master's Degree? How many for a Doctor's Degree? How many of these are working in the field of French-Canadian literature (English-Canadian literature)? How many Graduate Theses in the field of French-Canadian literature (English-Canadian literature) have been completed in the past five years for the M.A.; for the Ph.D.?

- Does the department encourage graduates to undertake graduate work at another university? Does the university allow credit for study done at other universities?
- Is financial aid available to encourage students to study at other universities or to do research in foreign libraries?
- Does the department influence the curriculum in high schools or teacher-training colleges in its province? Is there some liaison between the department and the high schools or teacher-training institutions?

University	Admission	Years	Language Specified	Graduation	Years	Language Specified
1. Acadia	yes	Grade XI	no	yes	2	Fr., Ger., Lat., Gr.
2. Alberta	some fac.	3	French	no	—	—
3. Bishop's	yes	matric.	Fr. or Lat.	Divinity : : : : : Bus. Ad. : : : : : Classics : : : : : French : : : : :	—	—
4. Brandon	yes	4	Fr., Ger., Lat.	no	—	—
5. U.B.C.	yes	2	—	Arts	2	—
6. Carleton	yes	Grade XIII	—	Arts	1	—
7. Dalhousie	yes	matric.	—	some faculties	1	—
8. Lakehead	yes	—	—	Arts	1	—
9. Laurentian	yes	—	—	Except Science	1	—
10. Laval	some fac.	—	English	some fac.	—	social English
11. Loyola	yes	4	French	Arts : : : : : Science : : : : :	2. 1	—
12. Manitoba	yes	Grade XII	—	no	—	—
13. McGill	no	—	—	yes	2	—
14. McMaster	yes	Grade XIII	—	Arts	1	—
15. Memorial	yes	3	Fr. or Lat.	yes	2	—
16. Moncton	yes	2	Eng. or Fr.	yes	1	—
17. Montreal	—	—	—	no	—	—

University	Admission	Years	Language Specified	Graduation	Years	Language Specified
18. Mount Allison	yes	Grade XII	—	B.A. & B.Sc.	2	—
19. U.N.B.	no	—	—	no	—	—
20. Ottawa	yes	4	Eng. or Fr.	yes	2	—
21. Prince of Wales	yes	4	French	Some Programme	—	French
22. Queen's	yes	Grade XIII	—	Arts	1	—
23. K.M.C.	yes	Grade XIII	French	yes	3	French
24. St. Dunstan's	yes	4	French	Commerce : : : : Engineering. : : : yes	2 1 2	French French Fr., Sp., Ger.
25. St. F. of X.	yes	matric.	—	yes	2	Eng. or Fr.
26. St. Joseph's	yes	3	Eng. or Fr.	yes	2	—
27. St. Mary's	yes	matric.	—	Arts : : : : Science : : : : Commerce : : : : Arts & Ed.	3 3 1 1	—
28. Saskatchewan	some fac.	4	—	yes	1	—
29. Sir Geo. Wms.	no	—	—	Engineering	1	French
30. Toronto	yes	Grade XIII	—	Arts	1	—
31. Victoria, B.C.	yes	2 years	—	Arts : : : : Science : : : : no	2 1 —	—
32. Waterloo	yes	Grade XIII	—	yes	1	—
33. Waterloo Luth.	yes	Grade XIII	—	Arts & Bus.	1	—
34. U.W.O.	yes	Grade XIII	—	yes	1	—
35. Windsor	yes	—	—	yes	1	—
36. York	yes	Grade XIII	—	yes	1	—

University	Fr. Major	Fr. Honors	Emphasis	Conversation Course	Course Fr. Can. Lit.	Fr. Can. Library Holdings
1. Acadia	yes	yes	linguistic literary cultural	no	no	very poor
2. Alberta	yes	yes	ling. lit.	Ext. only	1965	poor
3. Bishop's	yes	yes	literary	no	yes	good
4. Brandon	yes	no	literary	Ext. only	later	poor
5. U.B.C.	yes	yes	lit. cultural	Ext. only	yes	good
6. Carleton	yes	yes	literary	yes	yes	good
7. Dalhousie	no	yes	ling. lit. cul.	Ext. only	yes	poor
8. Lakehead	yes	yes	ling. lit.	yes	yes	adequate
9. Laurentian	yes	no	literary	1965	no	adequate
10. Laval	—	English	ling. lit. cul.	—	Eng. Can. . . .	poor
11. Loyola	yes	no	ling. lit. cul.	Ext. only	yes	poor
12. Manitoba	yes	yes	ling. lit. cul.	Ext. only	1965	poor
13. McGill	yes	yes	literary	no	yes	poor
14. Queen's	no	yes	ling. lit. cul.	yes	yes	adequate
15. Memorial	yes	yes	ling. lit.	Ext. only	no	poor
16. Moncton	Eng. & Fr.	Eng. Fr.	lit. for Fr. l.l.c. for Eng.	yes	yes	adequate
17. Montreal	Eng.	Eng.	literary	yes	Eng. Can. . . .	adequate

<u>University</u>	<u>Fr. Major</u>	<u>Fr. Honors</u>	<u>Emphasis</u>	<u>Course</u>	<u>Fr. Can. Lit.</u>	<u>Holdings</u>
16. Mount Allison	yes	yes	literary	yes	yes	adequate
17. U.N.B.	yes	yes	literary	Ext. only	yes	poor
18. Ottawa	—	yes	literary	yes	yes	adequate
19. Prince of Wales	no	no	literary	no	no	poor
20. Queen's	yes	yes	lit. cul.	yes	yes	good
21. R.M.C.	yes	yes	literary	yes	yes	adequate
22. St. Dunstan's	no	no	lang.	no	no	small
23. St. F. of X.	yes	no	lin. lit. cul.	yes	no	adequate
24. St. Joseph's	yes	no	literary	yes	yes	adequate
25. St. Mary's	yes	no	lin. lit. cul.	Ext. only	1965	poor
26. Saskatchewan	yes	yes	literary	no	yes	adequate
27. St. Leo. Wms.	yes	1965	literary	no	yes	poor
28. Toronto	yes	yes	lin. lit.	yes	yes	excellent
29. Victoria, B.C.	yes	1965	literary	—	no	poor
30. Waterloo	yes	yes	lin. lit.	no	no	poor
31. Waterloo Luth.	yes	yes	lit. cul.	yes	yes	poor
32. U.W.O.	yes	yes	literary	yes	yes	adequate
33. Windsor	yes	yes	lin. lit.	yes	yes	poor
34. York	yes	yes	lin. lit. cul.	Ext. only	yes	fair

GRADUATES AND GRADUATE WORK - LANGUAGE DEPARTMENTS OF CANADIAN UNIVERSITIES

University	Grade enter Teaching	Grad work	1964-65		Theses in preparation
			M.A. Cand.	Ph.D. Cand.	Fr. Can. Lit.
1. Acadia	few	—	—	—	—
2. Alberta	—	yes	11	2	—
3. Bishop's	50%	no	—	—	—
4. Brandon	10%	no	—	—	—
5. U.B.C.	20%	yes	16	3	—
6. Carleton	most	yes	2	—	—
7. Dalhousie	60%	yes	6	—	—
8. Lakenead	80%	no	—	—	—
9. Laurentian	—	no	—	—	—
10. Laval	75%	yes	?	?	4 Eng. Can.
11. Loyola	?	no	—	—	—
12. Manitoba	?	yes	10	3	1
13. McGill	most	yes	25	27	—
14. McMaster	?	yes	14	—	—
15. Memorial	50-75%	no	—	—	—
16. Moncton	?	no	—	—	—
17. Montreal	90%	yes	?	?	6 Eng. Can.

2017 University	Grade enter Teaching	Grad Work	1964-65		1964-65		Theses in preparation
			H.A. Cand.	Ph.D. Cand.	H.A. Cand.	Ph.D. Cand.	
18. Mount Allison	100%	S.S.	15 M.E.	—	—	—	—
19. U.N.B.	75%	yes	4	—	—	—	—
20. Ottawa	most	yes	53	6	16	—	—
21. Prince of Wales	6%	no	—	—	—	—	—
22. Queen's	90%	yes	5	—	1	—	—
23. R.M.C.	some	no	—	—	—	—	—
24. St. Dunstan's	?	no	—	—	—	—	—
25. St. F. of X.	50%	no	—	—	—	—	—
26. St. Joseph's	?	no	—	—	—	—	—
27. St. Mary's	?	no	—	—	—	—	—
28. Saskatchewan	most	yes	1	—	—	—	—
29. Sir Geo. Wms.	?	no	—	—	—	—	—
30. Toronto	50%	yes	37	22	1	—	—
31. Victoria, B.C.	33%	no	—	—	—	—	—
32. Waterloo	50%	no	—	—	—	—	—
33. Waterloo Luth.	50%	yes	2	—	—	—	—
34. U.W.O.	90%	yes	16	10	—	—	—
35. Windsor	most	yes	4	—	—	—	—
36. York	—	no	—	—	—	—	—

Staff of Second Language Departments in Canadian Universities

<u>University</u>	<u>Full time</u>	<u>Part time</u>	<u>Native Speakers</u>	<u>Fr. Can.</u>	<u>Arrangements Visiting Profs.</u>
1. Acadia	6	1	1	no	no
2. Alberta	16	11	9	1	possible
3. Bishop's	3	2	1	1	no
4. Brandon	3	1	1	no	no
5. U.B.C.	30 (R.L.)	22	24	4	summer
6. Carleton	8	6	1	1	possible
7. Dalhousie	15	—	12	1	no
8. Lakehead	3	1	2	1	no
9. Laurentian	5	—	5	3	no
10. Laval	9 (Eng)	12	18	—	yes
11. Loyola	12	2	6	3	no
12. Manitoba	13	—	4	1	—
13. McGill	21	9	20	1	no
14. McMaster	12 (R.L.)	3	4	1	no
15. Memorial	12	—	3	1	no
16. Monoton	6	15	all	all	no
17. Montreal	10 (Eng.)	10	17	—	no

18. Mon. Allison	4	2	5	3	yes
19. U.N.B.	7	—	3	1	no
20. Ottawa	13	17	33	22	no
21. Prince of Wales	3	—	3	—	no
22. Queen's	7	3	9	2	no
23. R.M.C.	9	—	all	7	no
24. St. Dunstan's	3	—	2	2	no
25. St. F. of X.	3	1	4	4	no
26. St. Joseph's	3	2	all	6	no
27. St. Mary's	4	1	2	1	no
28. Saskatchewan	12	—	1	—	no
29. Sir Geo. Wms.	6	8	3	5	no
30. Toronto	62	37	41	9	yes
31. Victoria, B.C.	15	1	4	1	yes
32. Waterloo	10	—	1	1	no
33. Waterloo Luth.	3 (R.L.)	1	2	—	yes
34. U.W.O.	25	1	3	1	yes
35. Windsor	14	3	4	—	yes
36. York	5	3	3	1	no

Laboratory Facilities in Second-Language Departments

<u>University</u>	<u>Laboratory</u>	<u>Positions</u>	<u>Required in Courses</u>		<u>Percentage of Course Work</u>	<u>Tapes made by whom</u>
1. Acadia	yes	20	no			staff
2. Alberta	yes	29	some		fourth	staff
3. Bishop's	yes	36	some		1/4 - 1/3	staff & commercial
4. Brandon	yes	10	freshman		1 hr. week	staff
5. U.B.C.	yes	54	some		1/4	natives & commercial
6. Carleton	yes	30	conversation		1/2	staff
7. Dalhousie	yes	34	some		varies	staff & commercial
8. Lakehead	yes	4	oral		1/3	staff
9. Laurentian	yes	48	freshman		1 hr. week	commercial
10. Laval	yes	45(1964-5)	yes		1/2	staff
11. Loyola	yes	42	fresh & soph.		varies	commercial
12. Manitoba	yes	40	all		supplement	staff
13. McGill	yes	40	1st yr. phonet.		?	assistants
14. McMaster	yes	36	1st, 2nd, 3rd yrs.		1/4	?
15. Memorial	yes	36	1st, 2nd		2/3	staff & commercial
16. Moncton	yes	25	1st, 2nd		2 or 3 hrs. week	staff & commercial
17. Montreal	yes	100	phon/oral Eng.		1/3 - 1/2	staff

<u>University</u>	<u>Laboratory</u>	<u>Positions</u>	<u>Required in Courses</u>	<u>Percentage of Course Work</u>	<u>Tapes made by whom</u>
18. Mount Allison	yes	18	honors	?	staff & commercial
19. U.N.B.	yes	34	?	1/4	staff
20. Ottawa	yes	30	language	1/2?	staff & commercial
21. Prince of Wales	yes	6	no	—	—
22. Queen's	yes	32	1st, 2nd	1/4	staff & commercial
23. R.M.C.	yes	34	language	1/3	commercial
24. St. Dunstan's	no	—	—	—	—
25. St. F. of X.	yes	20	freshman	1/3	staff & commercial
26. St. Joseph's	yes	25	some	2/5	staff & commercial
27. St. Mary's	yes	30	1st, 2nd yrs.	1/3	commercial
28. Saskatchewan	yes	40	freshman	1/4	staff
29. Slr. Geo. Wms.	yes	21	elementary	1/4	staff
30. Toronto	yes	96	Hon. I, Maj. EE	1/5	native staff
31. Victoria, B.C.	yes	45	freshman	1/4	native speakers
32. Waterloo	yes	36	1st, 2nd yrs.	1/3	commercial
33. Waterloo Luth.	yes	62	1st, 3rd	1/3	native speakers
34. U.W.O.	yes	33	Hon. Lang. & elementary	1/3	staff & commercial
35. Windsor	yes	96	some	supplement	commercial
36. York	yes	14	1st yr.	supplement	commercial

